The Teaneck Advantage:
Educational Excellence for All

New Jersey Student Learning Assessment (NJSLA) Results: Spring 2019 Administration

Teaneck Public Schools
November 6, 2019

Measuring College and Career Readiness

New Jersey Student Learning Assessment

Data Sets

- Number of Students Tested
- Notable Achievements
- District Performance vs. State Performance
- District Percentages
- Grade Level Outcomes
- Subgroup Data
- Performance Data by School
- Next Steps

Glossary of Terms

1. **NJSLA:** New Jersey Student Learning Assessment - replaced the PARCC

1. **Levels of Proficiency**
    - **Level** 5: Exceeded Expectations
    - **Level** 4: Met Expectations
    - **Level** 3: Approached Expectations
    - **Level** 2: Partially Met Expectations
    - **Level** 1: Did Not Yet Meet Expectations

1. **IEP or Individualized Education Plans:** The Individualized Educational Plan (**IEP**) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

1. **District Evidence Tables** - Evidence Statement Tables and Evidence Statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the New Jersey Student Learning Standards.[3]

English/ Language Arts

New Jersey Student Learning Assessment
English/ Language Arts

The NJSLA-ELA measures student proficiency with grade level skills, knowledge and concepts that are critical to college and career readiness.

- On each assessment, students read and analyze passages from authentic fiction and nonfiction texts.

- The test can also include multimedia stimuli such as video or audio.

- The NJSLA-ELA assessments emphasize the importance of close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context and writing at every grade.

Comparison of Teaneck Public Schools
Number of Students Tested
Spring 2018 & Spring 2019 NJSLA Administrations
English Language Arts

Grade	Students Tested 2019	Students Tested 2018	Difference between number of students tested in 2018 and 2019
3	234	226	+8
4	230	211	+19
5	225	246	-21
6	256	246	+10
7	258	273	-15
8	269	262	+7
9	288	295	-7
10	291	269	+22
Total	2051	2028	+23

** NJSLA 2018-2019 assessments were optional for 11th Grade students.
Note: "Students Tested" represents individual valid test scores for English Language Arts.

Notable Achievements
English/ Language Arts

■ In 2019, The District outperformed the State in grades three, four, seven, eight, nine and ten

■ There was upward trend of achievement for our students with IEPs in the following grades:
  ○ 5.10 percentage point increase in third grade
  ○ 9.3 percentage point increase in fourth grade
  ○ 3.3 percentage point increase in sixth grade
  ○ 1 percentage point increase in seventh grade
  ○ 9.40 percentage point increase in eighth grade
  ○ 3.20 percentage point increase in ninth grade

■ Steady increase in students exceeding expectations (Level 5) in the following grades:
  ○ Fourth grade
  ○ Seventh grade
  ○ Ninth grade
  ○ Tenth grade

Comparison of Teaneck Public Schools
Spring 2019 NJSLA Administrations
English Language Arts to New Jersey
Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	9.4%	**14.0%**	12.8%	**14.4%**	23.9%	**21.4%**	**44.9%**	**42.8%**	9.0%	**7.4%**
4	2.6%	**8.6%**	10.9%	**12.6%**	19.6%	**21.4%**	**43.5%**	**39.1%**	23.5%	**18.3%**
5	8.4%	**7.4%**	15.1%	**12.5%**	25.8%	**22.2%**	45.3%	**45.6%**	5.3%	**12.3%**
6	7.8%	**7.3%**	13.7%	**12.6%**	29.3%	**23.9%**	35.9%	**40.9%**	13.3%	**15.2%**
7	10.1%	**8.9%**	9.3%	**10.5%**	19.4%	**17.8%**	**34.1%**	**33.1%**	27.1%	**29.7%**
8	5.6%	**9.2%**	9.3%	**10.3%**	16.4%	**17.7%**	**50.9%**	**38.0%**	17.8%	**24.9%**
9	7.6%	**11.3%**	14.2%	**11.8%**	19.4%	**21.1%**	**43.4%**	**36.7%**	15.3%	**19.2%**
10	18.6%	**14.3%**	13.4%	**10.9%**	13.1%	**15.9%**	**34.4%**	**33.4%**	20.6%	**25.5%**

*Grade 11 does not include students who took an AP/IB test.
** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.
Notes: Percentages may not total 100 due to rounding.

Comparison of Teaneck Public Schools Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations
English Language Arts - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019
3	8%	6.6%	**9.4%**	13%	14.6%	**12.8%**	25%	23.9%	**23.9%**	43%	45.6%	**44.9%**	11%	9.3%	**9.0%**
4	5%	2.8%	**2.6%**	15%	13.3%	**10.9%**	27%	18%	**19.6%**	40%	47.4%	**43.5%**	12%	18.5%	**23.5%**
5	6%	6.1%	**8.4%**	15%	13.4%	**15.1%**	28%	30.5%	**25.8%**	44%	45.5%	**45.3%**	8%	4.5%	**5.3%**
6	5%	8.9%	**7.8%**	16%	14.6%	**13.7%**	29%	21.1%	**29.3%**	43%	41.5%	**35.9%**	8%	13.8%	**13.3%**
7	8%	6.6%	**10.1%**	9%	8.4%	**9.3%**	23%	22%	**19.4%**	42%	40.7%	**34.1%**	18%	22.3%	**27.1%**
8	8%	5.3%	**5.6%**	12%	5.7%	**9.3%**	19%	18.7%	**16.4%**	43%	52.7%	**50.9%**	18%	17.6%	**17.8%**
9	10%	8.5%	**7.6%**	8%	11.2%	**14.2%**	22%	20%	**19.4%**	47%	48.1%	**43.4%**	12%	12.2%	**15.3%**
10	16%	13.8%	**18.6%**	11%	12.3%	**13.4%**	16%	16.4%	**13.1%**	38%	39.8%	**34.4%**	19%	17.8%	**20.6%**

*Grade 11 test was optional for 2018-2019 assessment year. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.
Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

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Teaneck Public Schools
2019 Spring NJSLA School- & Grade-Level Outcomes
English Language Arts Grade 3 and 4 Percentages

ELA03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Hawthorne	10.8%	10.8%	25.7%	41.9%	10.8%	52.7%
Lowell	2.6%	10.5%	22.4%	52.6%	11.8%	64.5%
Whittier	14.3%	16.7%	23.8%	40.5%	4.8%	45.2%

ELA04	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Hawthorne	3.6%	14.3%	23.8%	45.2%	13.1%	58.3%
Lowell	0.0%	5.8%	17.4%	42.0%	34.8%	76.8%
Whittier	3.9%	11.7%	16.9%	42.9%	24.7%	67.5%

Teaneck Public Schools
2019 Spring NJSLA School- & Grade-Level Outcomes
English Language Arts Grade 5 and 6 Percentages

ELA05	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Thomas Jefferson	9.4%	15.4%	24.8%	47.9%	2.6%	50.4%
Benjamin Franklin	7.4%	14.8%	26.9%	42.6%	8.3%	50.9%

ELA06	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Thomas Jefferson	3.9%	15.6%	26.6%	39.8%	14.1%	53.9%
Benjamin Franklin	11.7%	11.7%	32.0%	32.0%	12.5%	44.5%

Teaneck Public Schools
2019 Spring NJSLA School- & Grade-Level Outcomes
English Language Arts Grade 7 and 8 Percentages

ELA07	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Thomas Jefferson	9.6%	12.6%	24.4%	30.4%	23.0%	53.3%
Benjamin Franklin	10.6%	5.7%	13.8%	38.2%	31.7%	69.9%

ELA08	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Thomas Jefferson	4.6%	9.9%	16.0%	51.9%	17.6%	69.5%
Benjamin Franklin	6.5%	8.7%	16.7%	50.0%	18.1%	68.1%

Teaneck Public Schools
2019 Spring NJSLA School- & Grade-Level Outcomes
English Language Arts Grades 9 and 10 Percentages

ELA09	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Teaneck High School	7.6%	14.2%	19.4%	43.4%	15.3%	58.7%

ELA10	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Teaneck High School	18.6%	13.4%	13.1%	34.4%	20.6%	55.0%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Grade 3- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	6.9%	4.7%	14.5%	11.2%	25.2%	25.2%	42.7%	48.6%	10.7%	10.3%
Male	6.3%	13.4%	14.7%	14.2%	22.1%	22.8%	49.5%	41.7%	7.4%	7.9%
Hispanic or Latino	8.0%	9.3%	13.6%	12.0%	23.9%	23.1%	48.9%	46.3%	5.7%	9.3%
Asian	3.7%	9.5%	14.8%	9.5%	18.5%	23.8%	48.1%	47.6%	14.8%	9.5%
Black or African-American	6.6%	6.5%	18.4%	14.5%	27.6%	30.6%	34.2%	43.5%	13.2%	4.8%
White	8.0%	11.8%	12%	14.7%	16%	14.7%	60%	41.2%	4%	17.6%
Non Economic Disadvantaged	5.7%	9.2%	12.1%	11.5%	24.3%	20%	47.9%	46.9%	10%	12.3%
Economic Disadvantaged	8.1%	9.6%	18.6%	14.4%	23.3%	28.8%	41.9%	42.3%	8.1%	4.8%
Students With Disabilities-IEP Yes	13.5%	25.4%	32.7%	20.3%	25%	20.3%	25%	28.8%	3.8%	5.1%
Students With Disabilities-IEP No	4.6%	4.0%	9.2%	10.3%	23.6%	25.1%	51.7%	50.3%	10.9%	10.3%

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Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Grade 4- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
Subgroup	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	1.9%	1.5%	11.3%	10.6%	13.2%	18.9%	49.1%	44.7%	24.5%	24.2%
Male	3.8%	4.1%	15.2%	11.2%	22.9%	20.4%	45.7%	41.8%	12.4%	22.4%
Hispanic or Latino	2.3%	2.2%	18.2%	7.9%	20.5%	18%	50%	55.1%	9.1%	16.9%
Asian	0%	0%	0%	3.7%	20%	22.2%	52%	51.9%	28%	22.2%
Black or African-American	2.9%	4.2%	14.3%	13.9%	17.1%	23.6%	42.9%	31.9%	22.9%	26.4%
White	4.5%	0%	9.1%	20%	13.6%	20%	54.5%	23.3%	18.2%	36.7%
Non Economic Disadvantaged	3.1%	.7%	7.8%	7.4%	16.3%	18.8%	48.1%	47.7%	24.8%	25.5%
Economic Disadvantaged	2.4%	6.2%	22%	17.3%	20.7%	21%	46.3%	35.8%	8.5%	19.8%
Students With Disabilities-IEP Yes	9.8%	6.8%	33.3%	23.7%	25.5%	28.8%	31.4%	32.2%	0%	8.5%
Students With Disabilities-IEP No	.6%	1.2%	6.9%	6.4%	15.6%	16.4%	52.5%	47.4%	24.4%	28.7%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Grade 5- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	7.6%	4.4%	10.1%	16.8%	22.7%	22.1%	54.6%	47.8%	5%	8.8%
Male	4.7%	12.5%	16.5%	13.4%	37.8%	29.5%	37%	42.9%	3.9%	1.8%
Hispanic or Latino	2.1%	8.6%	15.5%	17.2%	33%	31.2%	45.4%	37.6%	4.1%	5.4%
Asian	0%	0%	3.8%	4.2%	23.1%	25%	57.7%	62.5%	15.4%	8.3%
Black or African-American	8.9%	9.5%	16.7%	17.6%	32.2%	23%	40%	47.3%	2.2%	2.7%
White	7.7%	8%	7.7%	12%	23.1%	24%	57.7%	48%	3.8%	8%
Non Economic Disadvantaged	4.3%	7.6%	10.1%	10.4%	34.1%	24.3%	44.2%	50.7%	7.2%	6.9%
Economic Disadvantaged	8.3%	9.9%	17.6%	23.5%	25.9%	28.4%	47.2%	35.8%	.9%	2.5%
Students With Disabilities-IEP Yes	20.3%	28.3%	27.1%	24.5%	30.5%	26.4%	18.6%	18.9%	3.4%	1.9%
Students With Disabilities-IEP No	1.6%	2.3%	9.1%	12.2%	30.5%	25.6%	54%	53.5%	4.8%	6.4%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Grade 6- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
Subgroup	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	6.3%	4.3%	4%	12.8%	17.5%	28.2%	51.6%	40.2%	20.6%	14.5%
Male	11.7%	10.8%	25.8%	14.4%	25%	30.2%	30.8%	32.4%	6.7%	12.2%
Hispanic or Latino	12.5%	4%	10.2%	10.9%	25%	33.7%	43.2%	43.6%	9.1%	7.9%
Asian	4.2%	0%	0%	11.1%	12.5%	14.8%	37.5%	37%	45.8%	37%
Black or African-American	9.7%	13.8%	22.6%	16%	25.8%	34%	35.5%	26.6%	6.5%	9.6%
White	2.9%	10.7%	14.7%	14.3%	8.8%	14.3%	50%	39.3%	23.5%	21.4%
Non Economic Disadvantaged	4.9%	6.6%	9.2%	13.2%	17.6%	24.5%	47.9%	38.4%	20.4%	17.2%
Economic Disadvantaged	14.4%	9.5%	22.1%	14.3%	26%	36.2%	32.7%	32.4%	4.8%	7.6%
Students With Disabilities-IEP Yes	30.4%	21.1%	30.4%	22.8%	25%	38.6%	12.5%	12.3%	1.8%	5.3%
Students With Disabilities-IEP No	2.6%	4%	10%	11.1%	20%	26.6%	50%	42.7%	17.4%	15.6%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Grade 7- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
Subgroup	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	1.5%	9.2%	5.8%	.8%	14.6%	13%	49.6%	38.9%	28.5%	38.2%
Male	11.8%	11%	11%	18.1%	29.4%	26%	31.6%	29.1%	16.2%	15.7%
Hispanic or Latino	6.3%	9.6%	6.3%	9.6%	22.9%	23.4%	44.8%	38.3%	19.8%	19.1%
Asian	2.7%	4.3%	2.7%	0%	10.8%	13%	43.2%	26.1%	40.5%	56.5%
Black or African-American	8.7%	11.5%	13.5%	12.5%	26%	24%	38.5%	30.2%	13.5%	21.9%
White	7.1%	10.8%	0%	8.1%	21.4%	2.7%	39.3%	37.8%	32.1%	40.5%
Non Economic Disadvantaged	6.9%	9.9%	7.5%	5.3%	22%	17.8%	38.4%	30.9%	25.2%	36.2%
Economic Disadvantaged	6.1%	10.4%	9.6%	15.1%	21.9%	21.7%	43.9%	38.7%	18.4%	14.2%
Students With Disabilities-IEP Yes	24.2%	28.6%	22.7%	26.8%	28.8%	19.6%	22.7%	16.1%	1.5%	8.9%
Students With Disabilities-IEP No	1%	5%	3.9%	4.5%	19.8%	19.3%	46.4%	39.1%	29%	32.2%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Grade 8- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
Subgroup	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	4.4%	.8%	2.9%	5.4%	12.4%	12.4%	59.9%	58.1%	20.4%	23.3%
Male	6.4%	10%	8.8%	12.9%	25.6%	20%	44.8%	44.3%	14.4%	12.9%
Hispanic or Latino	6.2%	2.1%	9.3%	12.8%	22.7%	17%	49.5%	53.2%	12.4%	14.9%
Asian	4.9%	7.7%	2.4%	0%	14.6%	10.3%	51.2%	51.3%	26.8%	30.8%
Black or African-American	5.6%	9%	4.4%	8%	18.9%	21%	58.9%	47%	12.2%	15%
White	3.6%	3.7%	0%	11.1%	10.7%	11.1%	53.6%	55.6	32.1%	18.5%
Non Economic Disadvantaged	4.4%	5.8%	4.4%	7%	18.8%	17%	50%	49.7%	22.5%	20.5%
Economic Disadvantaged	6.9%	5.1%	7.8%	13.3%	18.6%	15.3%	56.9%	53.1%	9.8%	13.3%
Students With Disabilities-IEP Yes	19.1%	14.9%	19.1%	20.9%	32.4%	25.4%	26.5%	37.3%	2.9%	1.5%
Students With Disabilities-IEP No	.5%	2.5%	1%	5.4%	13.9%	13.4%	61.9%	55.4%	22.7%	23.3%

Comparison of Teaneck Public Schools'
Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Grade 9- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	4.6%	8.6%	8.6%	8.6%	18.5%	18%	50.3%	46%	17.9%	18.7%
Male	12.5%	6.7%	13.9%	19.5%	21.5%	20.8%	45.8%	40.9%	6.3%	12.1%
Hispanic or Latino	9%	8%	10%	18.8%	20%	22.3%	51%	40.2%	10%	10.7%
Asian	0%	2.8%	2.9%	8.3%	8.6%	27.8%	62.9%	30.6%	25.7%	30.6%
Black or African-American	11.5%	10.2%	14.8%	13.3%	26.2%	19.4%	39.3%	46.9%	8.2%	10.2%
White	3.3%	2.8%	6.7%	8.3%	6.7%	5.6%	63.3%	55.6%	20%	27.8%
Non Economic Disadvantaged	5.8%	6.2%	9.7%	10.8%	16.5%	19.5%	52.4%	45.6%	15.5%	17.9%
Economic Disadvantaged	14.6%	10.8%	14.6%	21.5%	28.1%	19.4%	38.2%	38.7%	4.5%	9.7%
Students With Disabilities-IEP Yes	26%	26.3%	24.7%	34.2%	31.5%	18.4%	17.8%	18.4%	0%	2.6%
Students With Disabilities-IEP No	2.7%	.9%	6.8%	7.1%	16.2%	19.8%	58.1%	52.4%	16.2%	19.8%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Grade 10- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
Subgroup	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	11.7%	13.3%	10%	10.5%	14.2%	13.3%	45%	35%	19.2%	28%
Male	15.4%	23.6%	14.1%	16.2%	18.1%	12.8%	35.6%	33.8%	16.8%	13.5%
Hispanic or Latino	11.8%	15.5%	12.7%	13.4%	15.7%	15.5%	41.2%	42.3%	18.6%	13.4%
Asian	13.6%	3%	9.1%	6.1%	0%	6.1%	40.9%	45.5%	36.4%	39.4%
Black or African-American	16.5%	28.6%	14.6%	18.5%	22.3%	12.6%	33%	24.4%	13.6%	16%
White	14.3%	6.1%	7.1%	3%	10.7%	9.1%	50%	39.4%	17.9%	42.4%
Non Economic Disadvantaged	12.1%	17.6%	9.6%	10.4%	14.1%	13.1%	42.9%	34.8%	21.2%	24%
Economic Disadvantaged	18.3%	21.4%	19.7%	22.9%	22.5%	12.9%	31%	32.9%	8.5%	10%
Students With Disabilities-IEP Yes	40.9%	51.4%	25.8%	23%	9.1%	14.9%	22.7%	9.5%	1.5%	1.4%
Students With Disabilities-IEP No	4.9%	7.4%	7.9%	10.1%	18.7%	12.4%	45.3%	42.9%	23.2%	27.2%

Next Steps
English/ Language Arts

- **Recommendation 1:** Careful itemized review of the District Evidence Statement Tables to ensure aligned, responsive learning opportunities based on areas of strength and areas of support **(Goal 1:** Academic Programming**)**

- **Recommendation 2:** Continued use of multi-sensory reading instruction in the early grades to improve reading comprehension, vocabulary, phonics, phonemic awareness and spelling **(Goal 1:** Academic Programming**)**

- **Recommendation 3:** Revisit the Language Arts Literacy support courses at Teaneck High School to provide additional, targeted reading and writing aligned to the New Jersey Student Learning Assessment **(Goal 1:** Academic Programming**)**

- **Recommendation 4:** Provide professional development through The Institute for Learning to ensure high-level, rigorous tasks in all grade levels as well as targeted questions which support critical thinking **(Goal 1:** Academic Programming**)**

- **Recommendation 5:** Ensure that curricula and learning opportunities are personally relevant to students and that students are able to connect meaningfully with the content **(Goal 4:** Equity and Inclusion**)**

- **Recommendation 6:** Use the levels of proficiency to determine types of and levels of interventions needed. These interventions will include support from reading specialists, after-school and summer program participation, differentiated reading and writing instruction, and individualized support.

Mathematics

New Jersey Student Learning Assessment
Mathematics

The NJSLA-M measures student proficiency with grade or course level skills, knowledge, practices and concepts that are critical to college and career readiness. On each assessment, students will face a mixture of objective items such as:

- assessing content and practice
- constructed-response items requiring the application of grade or course appropriate reasoning and modeling.

Comparison of Teaneck Public Schools
Number of Students Tested
Spring 2018 & Spring 2019 NJSLA Administrations
Mathematics

Grade	Students Tested 2019	Students Tested 2018	Difference between number of students tested in 2018 and 2019
3	234	226	+8
4	230	211	+19
5	230	250	-20
6	260	249	+11
7	260	277	-17
8*	221	206	+15
Algebra I*	299	311	-12
Algebra II**	68	271	-203
Geometry	263	253	+10
Total	2065	2254	-189

** NJSLA 2018-2019 assessments were optional for 11th Grade students. The 68 students who tested for Algebra II in 2019 were sophomores who were taking Algebra II. The students tested in 2018 were both sophomores and juniors.

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: "Students Tested" represents individual valid test scores for Mathematics.

Notable Achievements Mathematics

- In 2019, The District outperformed the State's *Level 4* achievement in grades four, five, eight and Algebra II
- The District also outperformed the State's *Level 5* achievement in grades four, eight, Algebra I an Algebra II
- There was an upward trend of achievement for our elementary female students in mathematics
- There was an upward trend of achievement for our students with disabilities in grades:
  - 1 percentage point increase in third grade
  - 17.4 percentage point increase in fourth grade
  - 3.3 percentage point increase in sixth grade
  - 1.4 percentage point increase in Algebra I
  - 47. 9 percentage point increase in Algebra II
- Steady increase in students exceeding expectations (Level 5) in the following grades:
  - Four
  - Seven
  - Geometry
  - Algebra II

Comparison of Teaneck Public Schools
Spring 2019 NJSLA Administrations
Mathematics to New Jersey - Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	6.4	**8.0**	13.2	**13.9**	25.6	**23.0**	41.9	**41.2**	12.8	**13.9**
4	3.0	**8.6**	14.3	**14.7**	28.7	**25.7**	46.1	**43.3**	7.8	**7.7**
5	3.9	**6.4**	23.5	**20.9**	27.4	**25.8**	36.1	**35.8**	9.1	**11.0**
6	9.6	**9.6**	28.8	**22.5**	27.3	**27.4**	28.1	**33.1**	6.2	**7.5**
7	8.1	**7.6**	22.3	**21.1**	34.2	**29.3**	28.1	**33.8**	7.3	**8.3**
8*	19.9	**23.3**	18.6	**23.1**	23.5	**24.3**	36.2	**28.2**	1.8	**1.1**
Algebra I**	11.7	**9.3**	22.4	**26.0**	21.7	**21.4**	36.1	**37.7**	8.0	**5.6**
Algebra II**	7.4	**10.6**	8.8	**11.7**	22.1	**21.4**	54.4	**49.7**	7.4	**6.6**
Geometry**	8.7	**10.4**	29.7	**24.6**	38.0	**32.8**	20.5	**26.9**	3.0	**5.3**

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

Comparison of Teaneck Public Schools Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations
Mathematics - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019
3	4%	4.4%	**6.4%**	9%	15%	**13.2%**	28%	27.4%	**25.6%**	43%	37.2%	**41.9%**	16%	15.9%	**12.8%**
4	7%	6.2%	**3.0%**	19%	15.6%	**14.3%**	32%	30.8%	**28.7%**	37%	42.7%	**46.1%**	5%	4.7%	**7.8%**
5	5%	3.2%	**3.9%**	21%	21.6%	**23.5%**	37%	28.8%	**27.4%**	31%	33.6%	**36.1%**	6%	12.8%	**9.1%**
6	8%	8.4%	**9.6%**	33%	26.5%	**28.8%**	26%	33%	**27.3%**	25%	24.5%	**28.1%**	8%	7.2%	**6.2%**
7	10%	9.7%	**8.1%**	20%	23.5%	**22.3%**	35%	30.3%	**34.2%**	31%	29.6%	**28.1%**	5%	6.9%	**7.3%**
8*	20%	17.5%	**19.9%**	18%	15.5%	**18.6%**	26%	26.2%	**23.5%**	34%	39.8%	**36.2%**	2%	1%	**1.8%**
ALG I***	7%	10.3%	**11.7%**	19%	16.7%	**22.4%**	24%	20.9%	**21.7%**	43%	42.1%	**36.1%**	7%	10%	**8.0%**
GEO***	14%	7.5%	**8.7%**	27%	38.7%	**29.7%**	38%	35.2%	**38.0%**	20%	17.8%	**20.5%**	1%	0.8%	**3.0%**
ALG II***	39%	36.9%	**7.4%**	28%	24.7%	**8.8%**	18%	16.6%	**22.1%**	15%	19.2%	**54.4%**	O%	2.6%	**7.4%**

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

*** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding. ALG 1 Is Algebra 1; GEO is Geometry; ALG II is Algebra 2.

Teaneck Public Schools
2019 Spring NJSLA School- & Grade-Level Outcomes
Mathematics Grades 3 and 4 Percentages

MAT03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Hawthorne	5.4%	14.9%	17.6%	43.2%	18.9%	62.2%
Lowell	5.3%	10.5%	28.9%	43.4%	11.8%	55.3%
Whittier	8.3%	14.3%	29.8%	39.3%	8.3%	47.6%

MAT04	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Hawthorne	6.0%	16.7%	31.0%	34.5%	11.9%	46.4%
Lowell	1.4%	13.0%	27.5%	52.2%	5.8%	58.0%
Whittier	1.3%	13.0%	27.3%	53.2%	5.2%	58.4%

Teaneck Public Schools
2019 Spring NJSLA School- & Grade-Level Outcomes
Mathematics Grades 5 and 6 Percentages

MAT05	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Thomas Jefferson	4.2%	22.7%	22.7%	39.5%	10.9%	50.4%
Benjamin Franklin	3.6%	24.3%	32.4%	32.4%	7.2%	39.6%

MAT06	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Thomas Jefferson	8.5%	23.8%	23.8%	36.2%	7.7%	43.8%
Benjamin Franklin	10.8%	33.8%	30.8%	20.0%	4.6%	24.6%

Teaneck Public Schools
2019 Spring NJSLA School- & Grade-Level Outcomes
Mathematics Grades 7 and 8 Percentages

MAT07	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Thomas Jefferson	10.2%	19.7%	33.6%	29.9%	6.6%	36.5%
Benjamin Franklin	5.7%	25.2%	35.0%	26.0%	8.1%	34.1%

MAT08	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Thomas Jefferson	21.8%	15.8%	26.7%	34.7%	1.0%	35.6%
Benjamin Franklin	18.3%	20.8%	20.8%	37.5%	2.5%	40.0%

Teaneck Public Schools
2019 Spring NJSLA School- & Grade-Level Outcomes
Mathematics High School Percentages

Algebra I	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Teaneck High School	14%	26.8%	26%	32.4%	8%	33.2%
Algebra II	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Teaneck High School	7.4%	8.8%	22.1%	54.4%	7.4%	61.8%
Geometry	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Teaneck High School	8.7%	29.7%	38%	20.5%	3%	23.6%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Grade 3- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	6.1%	5.6%	17.6%	14%	33.6%	29.9%	29.8%	43%	13%	7.5%
Male	2.1%	7.1%	11.6%	12.6%	18.9%	22%	47.4%	40.9%	20%	17.3%
Hispanic or Latino	4.5%	3.7%	12.5%	16.7%	33%	21.3%	40.9%	47.2%	9.1%	11.1%
Asian	3.7%	9.5%	3.7%	4.8%	18.5%	14.3%	44.4%	52.4%	29.6%	19%
Black or African-American	3.9%	4.8%	21.1%	12.9%	27.6%	41.9%	32.9%	33.9%	14.5%	6.5%
White	8%	11.8%	16%	8.8%	16%	14.7%	32%	38.2%	28%	26.5%
Non Economic Disadvantaged	5%	6.9%	12.9%	9.2%	24.3%	21.5%	39.3%	45.4%	18.6%	16.9%
Economic Disadvantaged	3.5%	5.8%	18.6%	18.3%	32.6%	30.8%	33.7%	37.5%	11.6%	7.7%
Students With Disabilities-IEP Yes	5.8%	13.6%	30.8%	28.8%	26.9%	25.4%	25%	23.7%	11.5%	8.5%
Students With Disabilities-IEP No	4%	4%	10.3%	8%	27.6%	25.7%	40.8%	48%	17.2%	14.3%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Grade 4- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	3.8%	3%	17%	13.6%	31.1%	33.3%	41.5%	43.9%	6.6%	6.1%
Male	8.6%	3.1%	14.3%	15.3%	30.5%	22.4%	43.8%	49%	2.9%	10.2%
Hispanic or Latino	8%	3.4%	20.5%	10.1%	30.7%	27%	40.9%	55.1%	0%	4.5%
Asian	0%	3.7%	4%	3.7%	28.0%	25.9%	64%	51.9%	4%	14.8%
Black or African-American	5.7%	4.2%	15.7%	25%	34.3%	29.2%	37.1%	33.3%	7.1%	8.3%
White	9.1%	0%	9.1%	13.3%	22.7%	26.7%	40.9%	50%	18.2%	10%
Non Economic Disadvantaged	3.1%	2%	10.9%	12.1%	29.5%	30.2%	50.4%	45.6%	6.2%	10.1%
Economic Disadvantaged	11%	4.9%	23.2%	18.5%	32.9%	25.9%	30.5%	46.9%	2.4%	3.7%
Students With Disabilities-IEP Yes	17.6%	5.1%	45.1%	32.2%	15.7%	23.7%	19.6%	37.3%	2%	1.7%
Students With Disabilities-IEP No	2.5%	2.3%	6.3%	8.2%	35.6%	30.4%	50%	49.1%	5.6%	9.9%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Grade 5- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	1.6%	2.6%	22.1%	21.9%	31.1%	28.1%	36.9%	34.2%	8.2%	13.2%
Male	4.7%	5.2%	21.1%	25%	26.6%	26.7%	30.5%	37.9%	17.2%	5.2%
Hispanic or Latino	4%	3.2%	21.2%	34.7%	29.3%	21.1%	34.3%	37.9%	11.1%	3.2%
Asian	0%	3.8%	3.8%	0%	11.5%	26.9%	50%	57.7%	34.6%	11.5%
Black or African-American	2.2%	4.1%	30%	24.3%	37.8%	36.5%	23.3%	24.3%	6.7%	10.8%
White	3.7%	7.7%	7.4%	3.8%	14.8%	23.1%	51.9%	46.2%	22.2%	19.2%
Non Economic Disadvantaged	2.9%	4.1%	17.3%	17.6%	25.2%	25%	39.6%	41.2%	15.1%	12.2%
Economic Disadvantaged	3.6%	3.7%	27%	34.1%	33.3%	31.7%	26.1%	26.8%	9.9%	3.7%
Students With Disabilities-IEP Yes	3.3%	3.8%	43.3%	47.2%	31.7%	26.4%	11.7%	20.8%	10%	1.9%
Students With Disabilities-IEP No	3.2%	4%	14.7%	16.4%	27.9%	27.7%	40.5%	40.7%	13.7%	11.3%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Grade 6- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	6.3%	10.9%	21.3%	24.4%	37%	31.1%	26.8%	26.9%	8.7%	6.7%
Male	10.7%	8.5%	32%	32.6%	29.5%	24.1%	22.1%	29.1%	5.7%	5.7%
Hispanic or Latino	11.1%	6.7%	28.9%	28.6%	35.6%	28.6%	22.2%	31.4%	2.2%	4.8%
Asian	0%	0%	8%	18.5%	32%	14.8%	16%	40.7%	44%	25.9%
Black or African-American	10.8%	16%	33.3%	35.1%	32.3%	31.9%	21.5%	16%	2.2%	1.1%
White	2.9%	7.1%	17.6%	17.9%	29.4%	17.9%	41.2%	46.4%	8.8%	10.7%
Non Economic Disadvantaged	6.3%	7.9%	15.4%	22.4%	37.1%	27.6%	30.1%	33.6%	11.2%	8.6%
Economic Disadvantaged	11.3%	12%	41.5%	38%	28.3%	26.9%	17%	20.4%	1.9%	2.8%
Students With Disabilities-IEP Yes	19.6%	17.5%	53.6%	45.6%	16.1%	22.8%	8.9%	10.5%	1.8%	3.5%
Students With Disabilities-IEP No	5.2%	7.4%	18.7%	24.1%	38.3%	28.6%	29%	33%	8/8%	6.9%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Grade 7- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	5.1%	8.4%	28.3%	20.6%	31.9%	29.8%	26.8%	32.8%	8%	8.4%
Male	14.4%	7.8%	18.7%	24%	28.8%	38.8%	32.4%	23.3%	5.8%	6.2%
Hispanic or Latino	10.2%	13.7%	20.4%	20%	34.7%	33.7%	29.6%	30.5%	5.1%	2.1%
Asian	5.1%	0%	7.7%	4.3%	33.3%	26.1%	35.9%	30.4%	17.9%	39.1%
Black or African-American	12.5%	6.2%	32.7%	32%	29.8%	39.2%	21.2%	19.6%	3.8%	3.1%
White	7.1%	5.4%	14.3%	16.2%	17.9%	24.3%	50%	40.5%	10.7%	13.5%
Non Economic Disadvantaged	9.9%	5.8%	22.8%	20.1%	27.2%	31.8%	30.9%	31.2%	9.3%	11%
Economic Disadvantaged	9.6%	11.3%	24.3%	25.5%	34.8%	37.7%	27.8%	23.6%	3.5%	1.9%
Students With Disabilities-IEP Yes	31.8%	15.8%	40.9%	42.1%	15.2%	29.8%	12.1%	10.5%	0%	1.8%
Students With Disabilities-IEP No	2.8%	5.9%	18%	16.7%	35.1%	35.5%	35.1%	33%	9%	8.9%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Grade 8- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	17.6%	15.5%	11.1%	20.9%	22.2%	22.7%	48.1%	40%	.9%	.9%
Male	17.3%	24.3%	20.4%	16.2%	30.6%	24.3%	30.6%	32.4%	1.0%	2.7%
Hispanic or Latino	22.4%	17.1%	16.5%	20.7%	25.9%	19.5%	35.3%	40.2%	0%	2.4%
Asian	13%	14.8%	13%	7.4%	21.7%	14.8%	43.5%	59.3%	8.7%	3.7%
Black or African-American	14.7%	23.9%	16%	22.7%	29.3%	28.4%	40%	25%	0%	0%
White	15.8%	20%	10.5%	6.7%	15.8%	33.3%	57.9%	33.3%	0%	6.7%
Non Economic Disadvantaged	15.7%	18.8%	13.9%	16.5%	32.2%	25.6%	38.3%	37.6%	0%	1.5%
Economic Disadvantaged	19.8%	21.6%	17.6%	21.6%	18.7%	20.5%	41.8%	34.1%	2.2%	2.3%
Students With Disabilities-IEP Yes	47%	40%	19.7%	29.2%	19.7%	18.5%	13.6%	10.8%	0%	1.5%
Students With Disabilities-IEP No	3.6%	11.5%	13.6%	14.1%	29.3%	25.6%	52.1%	46.8%	1.4%	1.9%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Algebra I- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	7.1%	8.5%	14.3%	22.5%	20.1%	21.1%	48.1%	40.1%	10.4%	7.7%
Male	13.4%	14.6%	19.1%	22.3%	21.7%	22.3%	36.3%	32.5%	9.6%	8.3%
Hispanic or Latino	9.3%	12.3%	16.7%	27.9%	23.1%	25.4%	44.4%	31.1%	6.5%	3.3%
Asian	2.5%	7.9%	5%	7.9%	5%	21.1%	65%	39.5%	22.5%	23.7%
Black or African-American	14.5%	14.3%	23.4%	23.5%	24.2%	21.4%	34.7%	35.7%	3.2%	5.1%
White	6.9%	5.7%	6.9%	14.3%	17.2%	14.3%	34.5%	48.6%	34.5%	17.1%
Non Economic Disadvantaged	8.8%	7.7%	14.7%	22.6%	20.6%	22.6%	44.6%	35.9%	11.3%	11.3%
Economic Disadvantaged	13.1%	19.2%	20.6%	22.1%	21.5%	20.2%	37.4%	36.5%	7.5%	1.9%
Students With Disabilities-IEP Yes	34.6%	32.5%	32.1%	39%	21.8%	15.6%	10.3%	10.4%	1.3%	2.6%
Students With Disabilities-IEP No	2.1%	4.5%	11.6%	16.7%	20.6%	23.9%	52.8%	45%	12.9%	9.9%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Algebra II- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	37.2%	5%	24%	10%	17.1%	25%	20.2%	55%	1.6%	5%
Male	36.6%	10.7%	25.4%	7.1%	16.2%	17.9%	18.3%	53.6%	3.5%	10.7%
Hispanic or Latino	38.4%	15.4%	22.2%	0%	20.2%	30.8%	16.2%	53.8%	3%	0%
Asian	32.1%	5.3%	10.7%	5.3%	17.9%	15.8%	28.6%	63.2%	10.7%	10.5%
Black or African-American	41.2%	5.6%	30.4%	11.1%	12.7%	27.8%	15.7%	55.6%	0%	0%
White	27.6%	0%	20.7%	12.5%	17.2%	18.8%	31%	50%	3.4%	18.8%
Non Economic Disadvantaged	32.5%	8.2%	24.2%	8.2%	16%	21.3%	23.7%	54.1%	3.6%	8.2%
Economic Disadvantaged	48.1%	0%	26%	14.3%	18.2%	28.6%	7.8%%	57.1%	0%	0%
Students With Disabilities-IEP Yes	76.6%	0%	14.9%	0%	6.4%	50%	2.1%	50%	0%	0%
Students With Disabilities-IEP No	28.6%	7.6%	26.8%	9.1%	18.8%	21.2%	22.8%	54.5%	3.1%	7.6%

Comparison of Teaneck Public Schools' Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Geometry- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Female	8.4%	6.6%	37.8%	28.9%	34.5%	37.2%	18.5%	24%	.8%	3.3%
Male	6.7%	10.6%	39.6%	30.3%	35.8%	38.7%	17.2%	17.6%	.7%	2.8%
Hispanic or Latino	4.7%	3.2%	36.5%	32.3%	42.4%	44.1%	16.5%	19.4%	0%	1.1%
Asian	7.4%	11.1%	29.6%	3.7%	14.8%	40.7%	44.4%	37%	3.7%	7.4%
Black or African-American	10.3%	15.1%	47.7%	38.7%	31.8%	32.1%	10.3%	12.3%	0%	1.9%
White	4.2%	0%	25%	6.7%	37.5%	43.3%	29.2%	40%	4.2%	10%
Non Economic Disadvantaged	7%	8.6%	35.7%	25.8%	36.8%	39.9%	19.5%	22.2%	1.1%	3.5%
Economic Disadvantaged	8.8%	9.2%	47.1%	41.5%	30.9%	32.3%	13.2%	15.4%	0%	1.5%
Students With Disabilities-IEP Yes	14.9%	22.4%	58.2%	55.2%	22.4%	17.9%	4.5%	4.5%	0%	0%
Students With Disabilities-IEP No	4.8%	4.1%	31.7%	20.9%	39.8%	44.9%	22.6%	26.0%	1.1%	4.1%

Next Steps
Mathematics

- **Recommendation 1:** Implementation of the balanced coaching model by additional mathematics coaches for our three elementary schools **(Goal 1:** Academic Programming**)**
- **Recommendation 2:** Use of personalized learning programs which support the individual needs of students as demonstrated on the initial pre-assessment using Moby Max **(Goal 1:** Academic Programming**)**
- **Recommendation 3:** Provide professional development through The Institute for Learning to ensure that high-level, rigorous tasks that involve grade-level mathematics standards are frequently provided **(Goal 1:** Academic Programming**)**
- **Recommendation 4:** Ensure that curricula and learning opportunities are personally relevant to students **(Goal 4:** Equity and Inclusion**)**
- **Recommendation 5:** Improve the classroom visit process by providing timely and effective feedback in order to improved instructional practices **(Goal 1:** Academic Programming)
- **Recommendation 6:** Use the levels of proficiency to determine types of and levels of interventions needed. These interventions will include support from mathematics enrichment teachers, , after-school and summer program participation, differentiated reading and writing instruction, and individualized support.

Parental Resources

Using the Individual Student Report to Assist your Child

- Review the Individual Score Reports to determine areas of strengths
- Speak with your child's teacher regarding ways to assist your son or daughter
- Be sure to ask questions of your child's teacher throughout the year to determine strategies for support
- To find resources in every category and at every grade level, visit http://bealearninghero.org/skill-builder.

You can use your child's individual score to find resources that will match his or her areas of strength and areas for improvement.

Useful Websites for Learning more about the Assessment

To learn more about the content of the assessment and access released test questions, visit

- https://nj.mypearsonsupport.com/manuals/#blueprints
- https://nj.digitalitemlibrary.com
- http://www.state.nj.us/education/assessment
- You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/

Dynamic Learning Maps (DLM)

Dynamic Learning Maps: Overview

- Alternate assessment for students with cognitive disabilities.

- IEP team determines who is eligible to take the DLM based on the federal requirements and guidelines.

- Year-End model given in English Language Arts, Mathematics, and Science.

- ELA and Math tested in Grades 3-8 and 11

- Science tested in Grades 5, 8 and 11

Performance Levels

Dynamic Learning Maps uses four performance levels that delineate the knowledge, skills, and practices represented by the Essential Elements that students are able to demonstrate.

Level 1 Emerging	Level 2 Approaching	Level 3 Target	Level 4 Advanced
The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target.**	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target.**	The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Comparison of Teaneck Public School District's Number of Students Tested Spring 2018 & Spring 2019 DLM Administration

	Students Tested 2018	Students Tested 2019	Different between number of students tested in 2018 and 2019
English Language Arts	51	51	0
Mathematics	47	44	-3
Science	17	17	0

English Language Arts
End of Year Report District Results 2018-19

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	% At Target or Advanced	State % At Target or Advanced
3	7	2	0	5	0	71%	28%
4	7	2	2	2	1	43%	30%
5	9	3	2	4	0	44%	35%
6	5	1	2	2	0	40%	29%
7	7	1	2	3	1	57%	37%
8	3	0	3	0	0	0%	36%
11	5	2	2	0	1	20%	*
12	1	0	0	1	0	100%	*

*The high school scores at the state level were combined for grades 11 and 12. **31%** of the students at the state level were at target or advanced.

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Mathematics
End of Year Report District Results 2018-19

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	% At Target or Advanced	State % At Target or Advanced
3	7	2	0	4	1	71%	31%
4	7	3	1	1	2	43%	36%
5	9	6	2	1	0	11%	23%
6	5	1	2	2	0	40%	22%
7	7	3	2	1	1	29%	13%
8	3	0	2	1	0	33%	16%
11	5	3	2	0	0	0%	*
12	1	0	1	0	0	0%	*

*The high school scores at the state level were combined for grades 11 and 12. **9%** of the students at the state level were at target or advanced.

Science
End of Year Report District Results 2018-19

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	% At Target or Advanced
5	8	4	3	1	0	13%
8	3	0	3	0	0	0%
11	5	4	1	0	0	0%
12	1	0	1	0	0	0%

Notable Achievements

- In 2019, The District outperformed the State at the **At Target** and **Advanced** *Levels in English Language Arts* achievement in grades three - seven and high school.

- The District also outperformed the State's *Level 5* achievement in grades three, four, and grades five - eight in mathematics.

- There was an upward trend of students in English Language Arts in grade three for the last three years:
  - 2016-17 13% **At Target** and **Advanced**
  - 17-18 40% **At Target** and **Advanced**
  - 18-19 71% **At Target** and **Advanced**

Next Steps

■ Need for supplemental curriculum that focuses on the Essential Elements to bridge gap in curriculum and standards.

■ Need for curriculum writing inthe the self-contained classrooms utilizing the DLM Essential Elements.
(Priority Area Number 1: Academic Programming)

■ Teachers will focus on the following conceptual areas:
  ▪ ELA:
    ▪ Determine critical elements of text
    ▪ Construct understandings of text
    ▪ Integrate ideas and information from text
  ▪ Math:
    ▪ Compare, compose, and decompose numbers and set
    ▪ Represent and interpret data displays
    ▪ Use operations and models to solve problems
  ▪ Science:
    ▪ Life Science

ACCESS for English Language Learners

WIDA ACCESS for ELLs

- Is administered to Kindergarten through Grade 12 students who have been identified as English language learners (ELLs)

- Is given annually to monitor students' progress in learning academic English

- Assesses the four language domains of:
  - ❏ Listening
  - ❏ Speaking
  - ❏ Reading
  - ❏ Writing

- Minimum composite score of 4.5 needed to be considered for exiting a language assistance program

- The composite scores are used to make instructional decision for our students.

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Students Tested in Elementary School

Students Tested in Elementary School
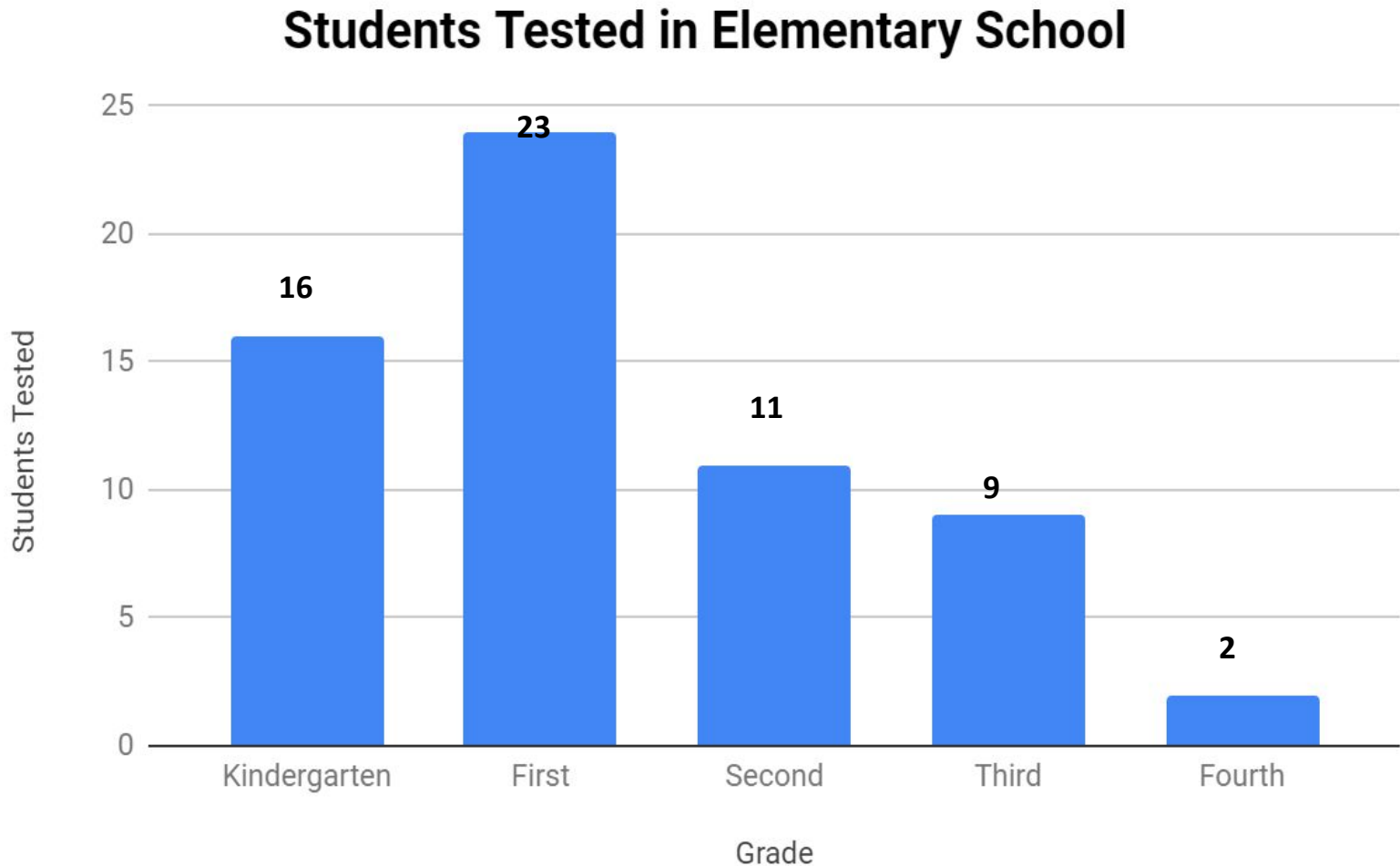
Students Tested in Middle School
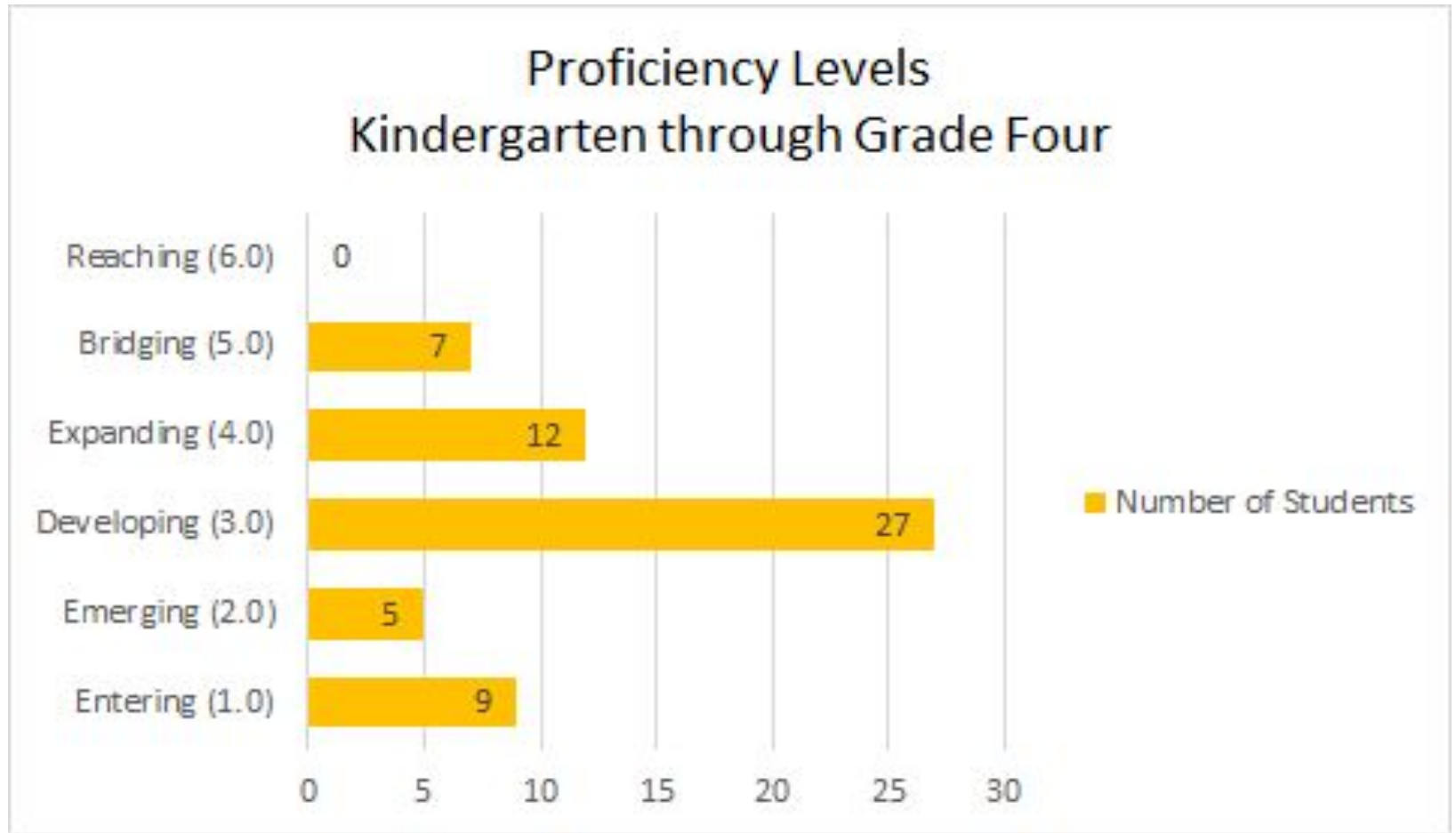

Number of Students Tested in Middle School
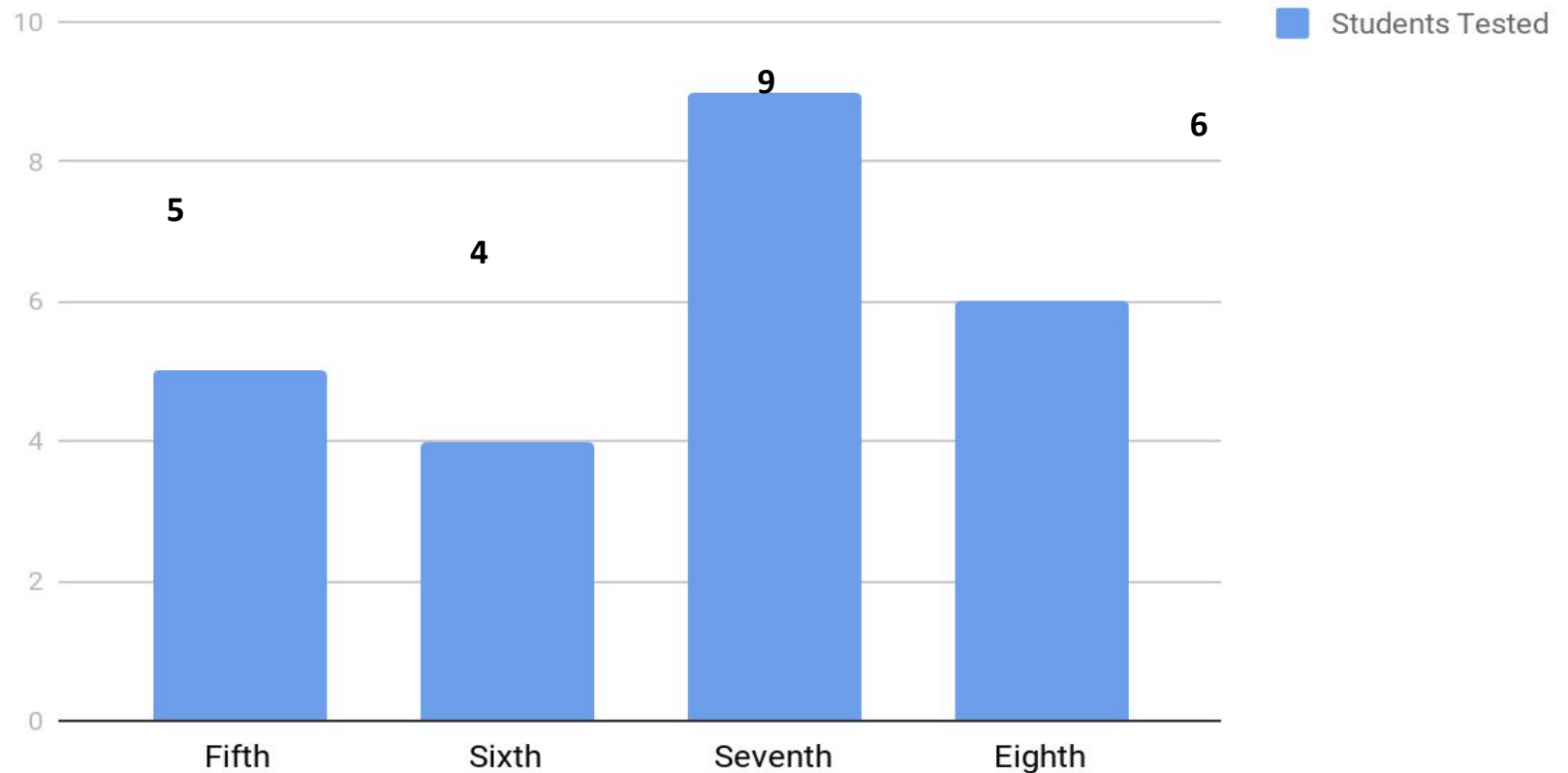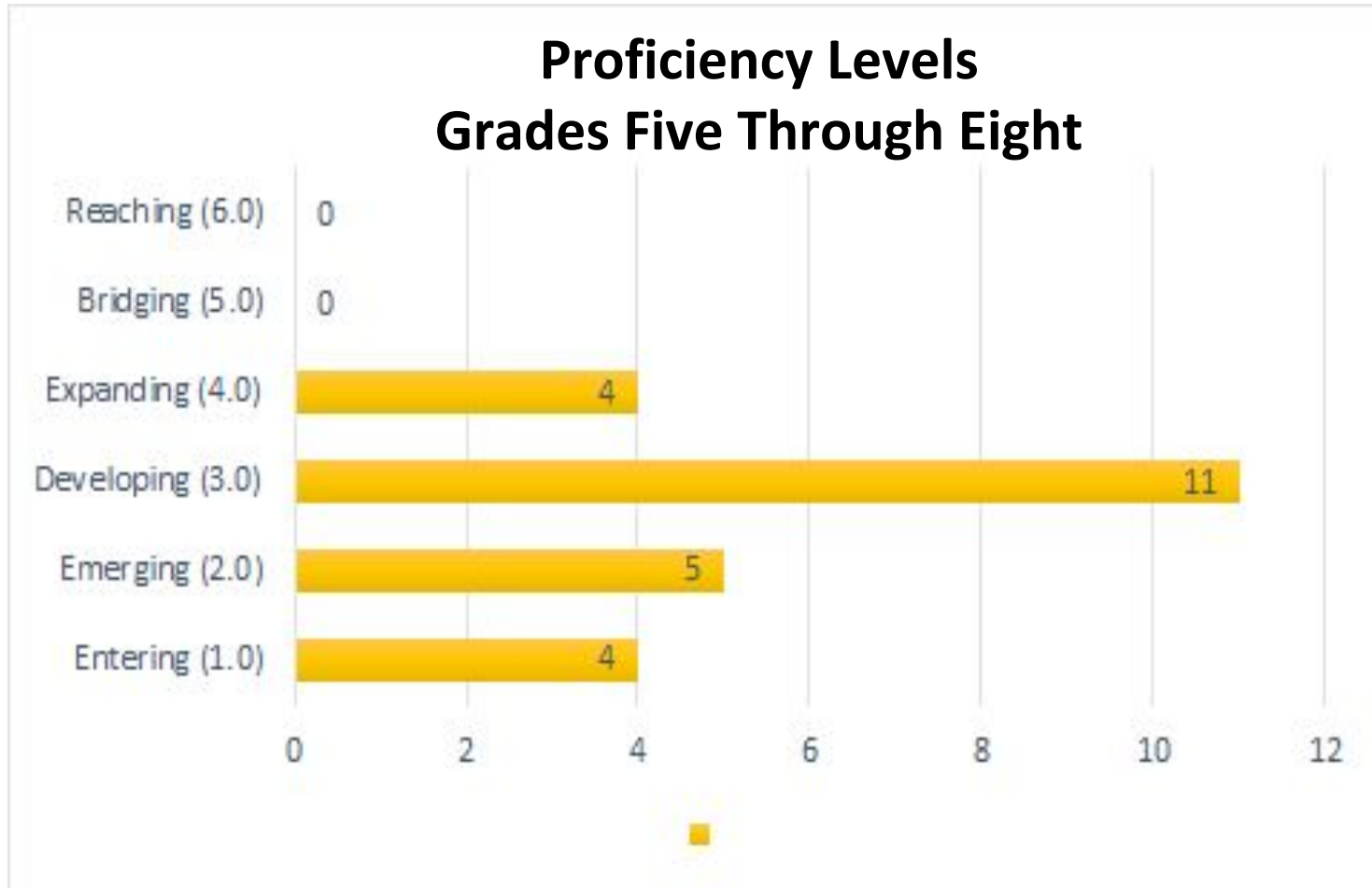
Students Tested in High School

Number of Students Tested at Teaneck High School
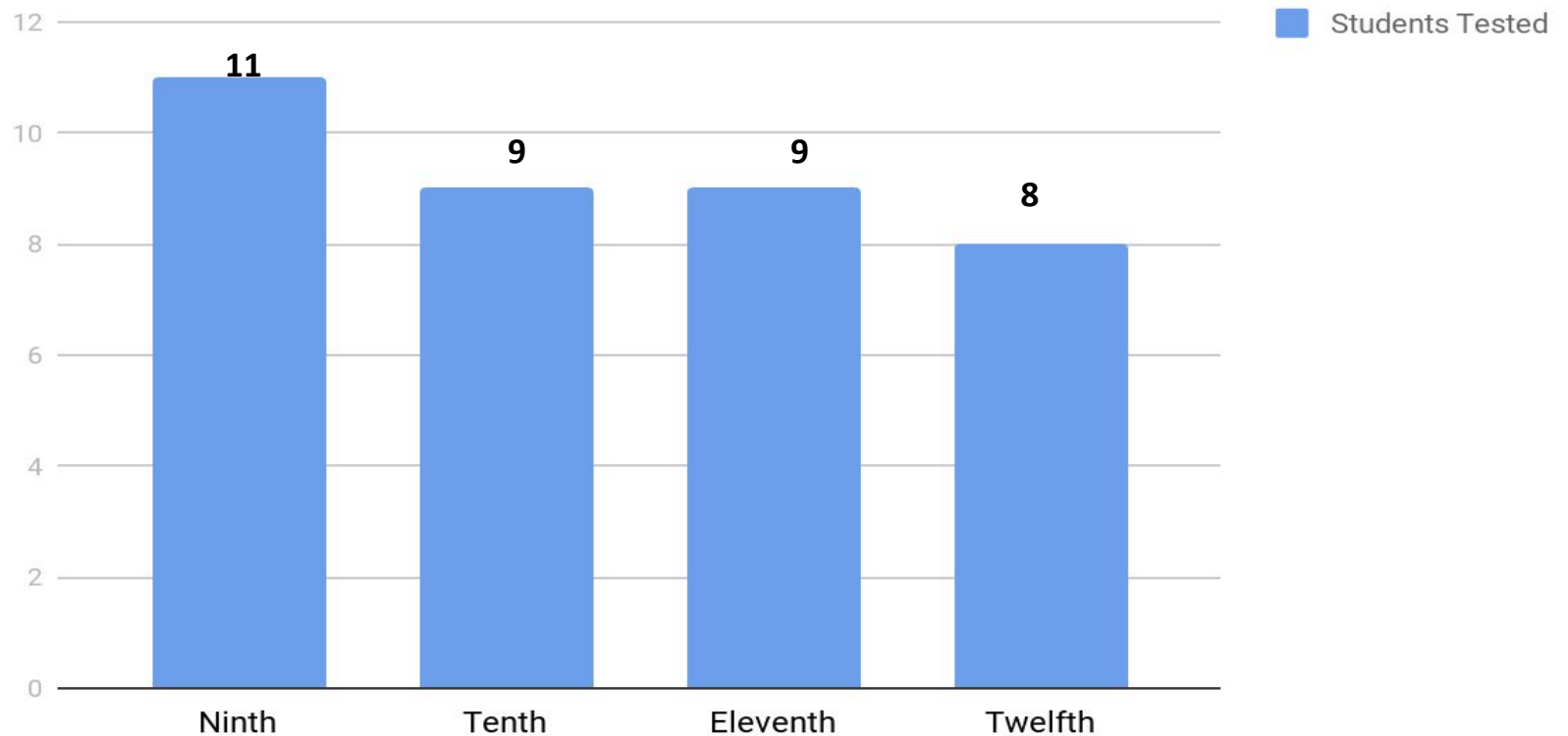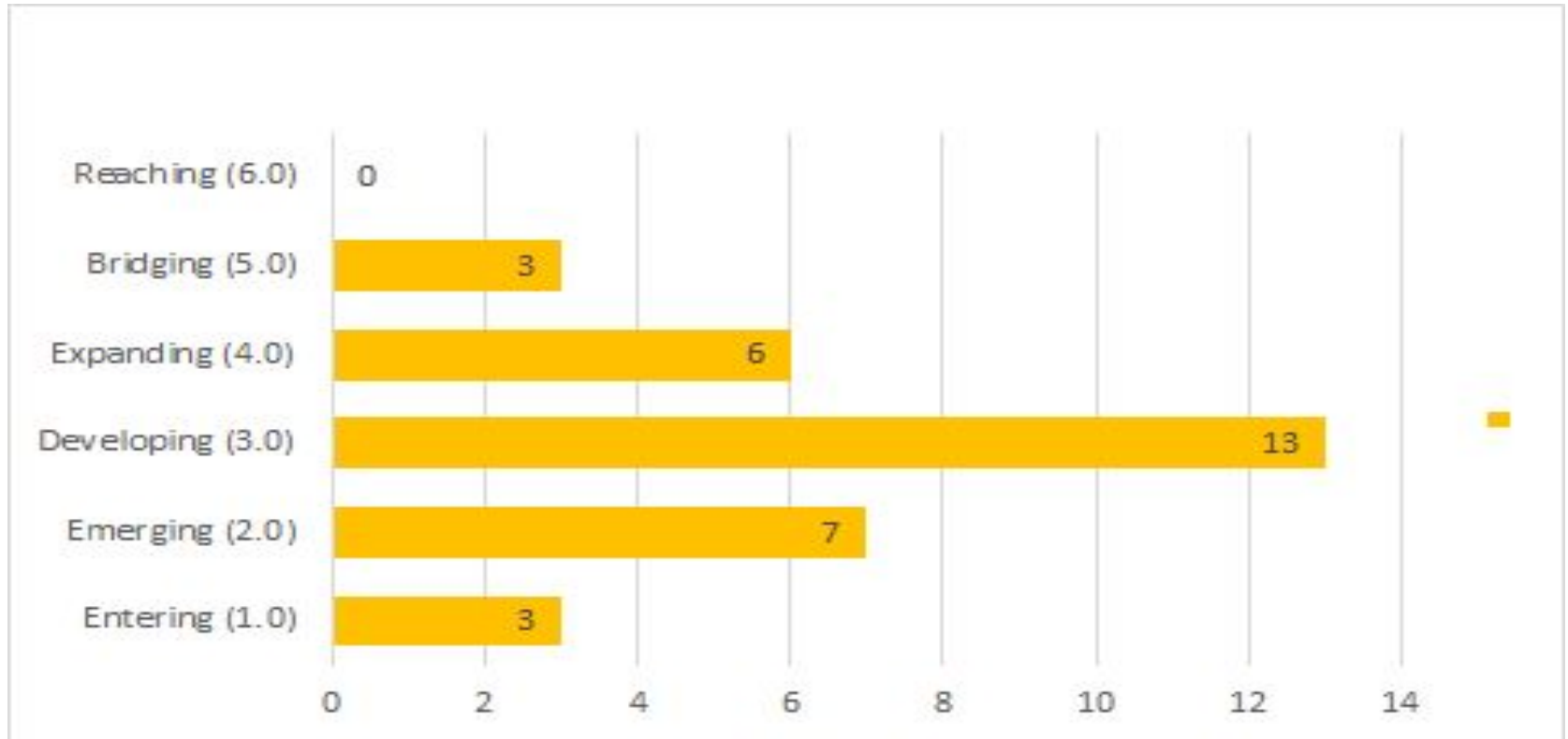
ACCESS Proficiency Levels - Elementary

Proficiency Levels
Kindergarten through Grade Four

Reaching (6.0): 0
Bridging (5.0): 7
Expanding (4.0): 12
Developing (3.0): 27
Emerging (2.0): 5
Entering (1.0): 9

Number of Students

ACCESS Proficiency Levels - Middle School

Proficiency Levels
Grades Five Through Eight

Reaching (6.0): 0
Bridging (5.0): 0
Expanding (4.0): 4
Developing (3.0): 11
Emerging (2.0): 5
Entering (1.0): 4

ACCESS Proficiency Levels - High School

Proficiency Levels
Grades Nine Through Twelve

Next Steps for English Learners

- The scores by domain demonstrate strengths in listening and reading
- The majority of our students are scoring in the range of 3.0 which means that they are developing the necessary academic English needed to flourish in an English-spoken classroom
- Professional development will be focused in two ways:
  - The Institute for Learning will work with our content-area teachers to ensure that tasks are appropriate for all learners, including our emergent bilinguals.
  - Department meetings will be focused on supporting English learners in writing
- Continued focus on supporting families with English learners by hosting family nights and family events